



Early Learning Community Action Network  
Charter and Action Plan  
DRAFT

**Purpose:** to align existing resources and take collaborative action toward improving the equitable access to high-quality learning opportunities for all children aged 0-8 and produce consistent demonstrated literacy in language and mathematics as a foundation for life-long learning.

**Problem:** multiple social influences affect a child's educational success. Our children are members of families which are unequally impacted by various socio-economic systems in our community. These impacts produce obstacles to learning that results in opportunity disparities which prevent all of our children from reaching their full potential.

We know that in 2014 in a survey of families with pre-school aged children, 45% of them indicated they had fewer than 20 children's books. That same study revealed that the average family was aware of only 27% of the community literacy resources.

We also know that in 2018, 77% of the Flagstaff area children aged 0-4 years were either not enrolled or being served in a pre-school of unknown quality. 2016 data show us that only 38% of all Flagstaff 3<sup>rd</sup> graders were proficient in reading at grade level.

**Goal:** We will align our existing resources to produce measurable, continuous improvement in the percentage of children aged 0-8 who have access to high-quality learning opportunities and demonstrate age appropriate language and mathematics literacy.

**Scope of Action:** Our initial focus will be on families of children aged 0-5 years in the Flagstaff area with improved coordination and delivery of information related to parenting, child development and literacy resources. Additionally, we will align our efforts to improve access to these sources of information and resource programs. We will use surveys of families and providers to measure improvements in coordination, access and quality of information. We will use the Kindergarten Developmental Inventory (KDI) and other school administered assessments to measure literacy of children 4-8 years of age.

**Timeline:**

Short Term:

1. KDI training and implementation across participating elementary schools.
2. Determine a consistent message on language/mathematics literacy.
3. Identify and leverage existing literacy resources for improved coordination.
4. Data analysis and review of literature for strategies and continuous improvement.

### Mid Term:

1. Review initial KDI data to establish a refined baseline.
2. Agree to and implement a coordination plan for language and mathematics literacy.
3. Understand the relationship of child resiliency to literacy.
4. Begin the exploration of access and attendance in high quality preschool environments.

### **Operating Principles for the Action Network:**

- Actively participate in person, by telephone or electronically in meetings
- Respect confidentiality of data and shared knowledge
- Help promote a candid, respectful and constructive culture
- Promote and participate in related action planning and continuous improvement processes
- Collect and share data along with resources as appropriate
- Communicate relevant information and strategies back to your organization, while respecting any information deemed confidential by the Action Network

### Network Membership (as of 8/7/18)

Rene RedDay, Network Co-Lead, Building Community  
Peter Van Wyck, Network Co-Lead, First Things First  
Bonn Baudelaire, First Things First  
Rebecca Cirzan, Association for Supportive Childcare  
Lynn Corbin, Northern Arizona University  
Diana Cudeii, Coconino County Inter-Tribal Advisory Council  
Ruth Donnelly, Northern Arizona University  
Jennifer Ernst, Haven Montessori School  
Renee Fauset, Mountain Charter Elementary School  
Linda Harbottle, Flagstaff Unified School District  
Kate Haynes, Flagstaff Unified School District  
Renee Henry, Parent  
Sylvia Johnson, Flagstaff Unified School District  
Tammy Lee, Arizona PBS Workforce Registry  
Cheryl Mango Paget, Coconino County Educational Service Agency  
Catherine Mulligan, NACOG Head Start  
Michelle Novelli, Northern Arizona University  
Sean O'Hearn, GalaMundi Early Childhood Center  
Potoula Pappas, Mountain Charter Elementary School  
Pamela Powell, Northern Arizona University  
Aaron Secakuku, Native Americans for Community Actions, Inc.  
Paula Stefanai, Association for Supportive Child Care  
Anne Wallace, PEAK Charter School  
Virginia Watahomigie, Coconino Coalition for Children & Youth  
Alicia Yaeger-Booth, Parent

LAUNCH Flagstaff Support  
Paul Kulpinski, Partnership Director